

# *What Colleges and Universities Want in New Faculty*

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## Some Core Issues Raised

[https://www.sc.edu/about/offices\\_and\\_divisions/cte/  
graduate\\_teaching\\_assistants/docs/newfaculty.pdf](https://www.sc.edu/about/offices_and_divisions/cte/graduate_teaching_assistants/docs/newfaculty.pdf)

# Awareness of Different Work Worlds is Vital

“Those who mentor and educate most graduate students work in the environment of large research universities that are radically different from the environments where most jobs are available, namely, small public and private colleges, public comprehensive universities, and community colleges.” (page 1)

# “Teaching Readiness” is Crucial in the Job Market

- “Hiring institutions desire that applicants be “teaching ready.” (page 3)
- Graduate students often “receive mixed messages regarding the importance of teaching.” (page 3)
- Curricular developments (such as multicultural, interdisciplinary, and service learning) are often not emphasized in traditional graduate programs. (page 3)

# Teaching readiness, continued

- Opportunities for non-classroom types of teaching are minimal in most graduate programs (these include directing independent studies, theses, internships, etc.) (page 4)
- Advising students is a form of teaching, but most graduate programs do not offer any training in academic advising. (page 4)

# One's Research Should Include the Scholarship of Teaching

- “Some institutions have expanded their definition of research following the publication of *Scholarship Reconsidered* (Boyer 1990) to include, in addition to the scholarship of discovery, the scholarship of integration, application, and teaching.”  
(page 5)

# Preparedness for the Dynamics of Academic Life is Important

- “In contrast to the focus on research in graduate school, teaching and work with students often consume most of the new faculty members’ time. They typically have little energy or time left to establish their research programs.” (page 6)
- “Faculty work has long included responsibility for some aspects of governance of the institution, usually in the form of a faculty senate and associated committees” (page 7) . . . and councils . . . and task forces . . . the list goes on.

# The Triumvirate

- Faculty life is traditionally divided into the arenas of **teaching, research, and service.**
- This triumvirate forms the criteria for promotion and tenure. The proportion of each varies widely according to type of institution and the character of the institution's mission.

# Academic life, continued

- “At smaller institutions faculty are expected to participate in community events that frequently occur at night or on weekends. They are sometimes surprised both by the impact their institution’s mission has on the overall curriculum and by the assumption that they will support the mission in their teaching and research, a task many feel unprepared to do.” (page 8)

# Effective Job Searching is a Skill

- “Because a single position announcement can elicit hundreds of applications, it is critical that graduate students become savvy about how best to match their skills and interests to potential jobs and thus make wise decisions about where to apply.” (page 9)
- “Too often the files of qualified applicants are not considered because their cover letter is too general or is better suited to a different type of institution.” (page 9)
- “Applicants should assess the fit between their skills, interests, and goals, the institution’s mission, and the department’s focus” (page 9)

# Where do most PhDs find academic jobs?

- The great majority find faculty positions at institutions other than research universities. Less than 10% of faculty job openings are at PhD-granting research universities.